

Missouri School Improvement Program

Comprehensive School Improvement Plan
Handbook

(Second Cycle)

1999

INTRODUCTION

Beginning with the implementation of the second cycle Missouri School Improvement Program (MSIP) standards, all districts are required to have a Comprehensive School Improvement Plan (CSIP). The requirement is contained in standard 13.1C as follows:

13.1 C The district has an ongoing, written Comprehensive School Improvement Plan which directs the overall improvement of its educational programs and services.

- * 1. The district has a board-approved Comprehensive School Improvement Plan which is ongoing with goals, outcomes, or objectives in sufficient detail so as to direct the improvement efforts of the district for at least a five-year period. The Plan should incorporate improvement issues related to student performance (Standards 16.1 - 18.1), MSIP identified concerns, long-term facility and maintenance needs (Standard 14.1B), Library Media Standards assessment (Standard 10.1C), state and federal program improvement requirements and other issues identified by the district. The Plan should include, but is not limited to:
 - a description of the planning process
 - the district's mission statement which may include beliefs
 - strengths and concerns of the district
 - goals, outcomes or objectives which define specific, measurable results expected to be achieved by the district to improve programs, services or student achievement
 - a description of the methods to be used to assess the achievement of each goal, outcome or objective
 - strategies or action-steps to be undertaken to realize each goal, outcome or objective
 - the timeline for implementing each strategy or action-step
 - a designation of person(s) responsible for implementing and assessing each strategy or action-step
 - a description of how the district will encourage and assist school buildings to develop building-level School Improvement Plans consistent with the district plan
- * 2. The district involves board members, staff, administrators, students, parents/guardians and community members in the comprehensive school improvement planning process.
- * 3. The Comprehensive School Improvement Plan is evaluated and updated, as necessary, so that it is continuously in effect.

All districts will be required to have a CSIP in place at the time of the second cycle MSIP review. This handbook has been created to clarify the contents of a CSIP and to help districts create a plan.

RATIONALE FOR PLANNING

There are many facets and degrees of planning for improvement in Missouri schools. It is recognized that not all change or improvement is realized in a long-range context. For example, the Missouri School Improvement Program (MSIP) produces change as a result of a district's preparation for an MSIP review. As documentation is collected and the district's resources, programs and services are measured against the MSIP standards, the district may recognize areas in need of improvement. In

many cases, these improvements are initiated immediately. This planning tends to be short-range and “fix-it” type planning and not long-range but it is an important part of the effort to improve schools.

It is also recognized that improvements within a school organization can occur as a result of individual improvement efforts. For example, a teacher may improve a teaching strategy or reorganize a lesson; a principal might add a new class to the high school or start a latch-key program; the custodian may improve the shine of the floor tile by changing methods or materials; or, third-grade teachers might collectively change the activities used to teach third-grade objectives. Finally, it is recognized that school leaders can frequently produce improvement by simply asking people to do things a different way, by using performance based evaluations, and by setting short-term (1 year) goals.

The preceding examples of change or individual improvement efforts may produce good results, but they are not examples of long-range or comprehensive planning. Comprehensive planning, like strategic planning, involves creating a vision of what a district hopes to achieve over a five-year period and identifying a set of strategies and specific action steps to bring about this vision. By definition, a plan is a “detailed scheme, program or method worked out beforehand for the accomplishment of an object or objective.” A Comprehensive School Improvement Plan (CSIP) is a “long-range plan” which focuses on the improvement of the district’s **student achievement/performance levels**. The CSIP should detail the district’s plan to reallocate resources, redefine or eliminate less effective programs and services, and incorporate any new programs and services identified to produce higher student performance as measured by the MSIP performance indicators. A CSIP may also incorporate existing programs and services which are effective in producing high student performance. A CSIP is created by a district to serve as a “road map” to the long-range improvement the district hopes to realize over a five-year period.

Districts should engage in long-range planning for the following reasons:

- To shape or create the future rather than to allow the future to simply happen. It is a proactive rather than a reactive process.
- To focus on improvement related to student achievement/performance (MSIP Performance Standards), long-range facility and financial needs, and complex educational program adjustments.
- To tie together a series of short-range (yearly) goals and activities in order to achieve a complex or larger goal.
- To break complex improvements into manageable steps.
- To analyze a complex goal and identify the essential, related components which are necessary to achieve the larger goal and which must be implemented in order for the larger, more complex goal to be realized.
- To focus the efforts of the people involved (teachers, parents, community, etc.) on a vision of the future, thereby encouraging a team effort to solving concerns.
- To schedule ancillary support and resources necessary to implement long-range organizational or system change, such as professional development, Career Ladder programs, or retraining activities.

THE CONCEPT OF A COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

There are two important meanings tied to the concept of a comprehensive plan. First, the term “comprehensive plan” may be used in the same context that the term “strategic plan” is used. It refers to a document which identifies important, long-range improvement issues related to student performance and which describes a specific set of actions to be undertaken relative to these issues over a five-year period. It is not a document that simply identifies “what” the measurable objectives/goals for improvement will be; it is a document that details “how” the district intends to make the desired improvements. It describes the actual commitment by the district to make improvement. It is not a simple “fix-it,” short-range plan.

Second, the term “comprehensive” implies that the plan document will serve many purposes in a district. It should be a document which meets the planning requirements for all of the district’s programs and services, and for the specific purposes outlined below:

- It satisfies the planning component set out in the MSIP (Standard 13.1C).
- It serves as the improvement plan to which all inservice activities are to relate (160.530 RSMo.).
- It serves as one of the major sources of identification of approvable Career Ladder activities (Career Ladder rules).
- It serves as the Goals 2000 plan.
- It serves as the plan required for application of the following Federal Programs:
 - A. Title I, ESEA
 - B. Title II, ESEA (Eisenhower)
 - C. Title IV, ESEA (Safe and Drug-Free Schools and Committees)
 - D. Title VI, ESEA
 - E. Title I, Migrant Education, ESEA
- It can serve as the Corrective Action Plan (CAP) for addressing areas of non-compliance in the district’s special education program and can serve as planning component for the Special Education State Improvement Grant (SIG).

The consolidated application for federal funds under Titles I (including Migrant Education), II, IV, and VI of the Improving America’s Schools Act (IASA) and the plan which schools may develop under Goals 2000 will be tied to the MSIP standards. Guidance on the consolidated federal programs application and its ties to the district’s CSIP and the MSIP standards is available on the Department webpage (<http://services.dese.state.mo.us/divinstr.fedprog>). The Department will identify those MSIP Standards and Indicators which address the statutory requirements under Goals 2000. Districts that include the identified standards and indicators in their plans can assume compliance under Goals 2000. This information will be sent to all current first-year Goals 2000 grant recipients and will also be placed on the webpage.

CREATING A COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

Before writing a Comprehensive School Improvement Plan (CSIP), the district should consider how it will organize two important parts of its planning effort: the planning process and the written document

or product of planning. The following will assist a district engaged in the creation of a CSIP in having a better understanding of both the process and the product or plan document.

PROCESS

The district should design a process for involving and organizing the work of those who will help in the creation of a plan. The plan is the written document that describes the district's improvement efforts. The process is the sequential activities which one goes through to create an effective, coherent written plan.

The district should establish a planning team. This planning team should be representative of all segments and key stake-holders in the community, members of the district's staff and the board of education. It is essential that the team reflect a cross-section of the community if the plan is to be accepted by the community at large and those who must later implement the plan.

In the next section there is an outline of the components of the plan document. Various components of this plan can be assigned to different committees. For example, the planning team could be responsible for Steps I to VI as outlined in the Plan Components (pages 6-9). That is, the team might establish or review beliefs and vision, create or revise the mission statement, analyze the data, establish the measurable improvement objectives, and set the strategies (See Chart I, page 5). Or, the planning team might deal with all components of the plan.

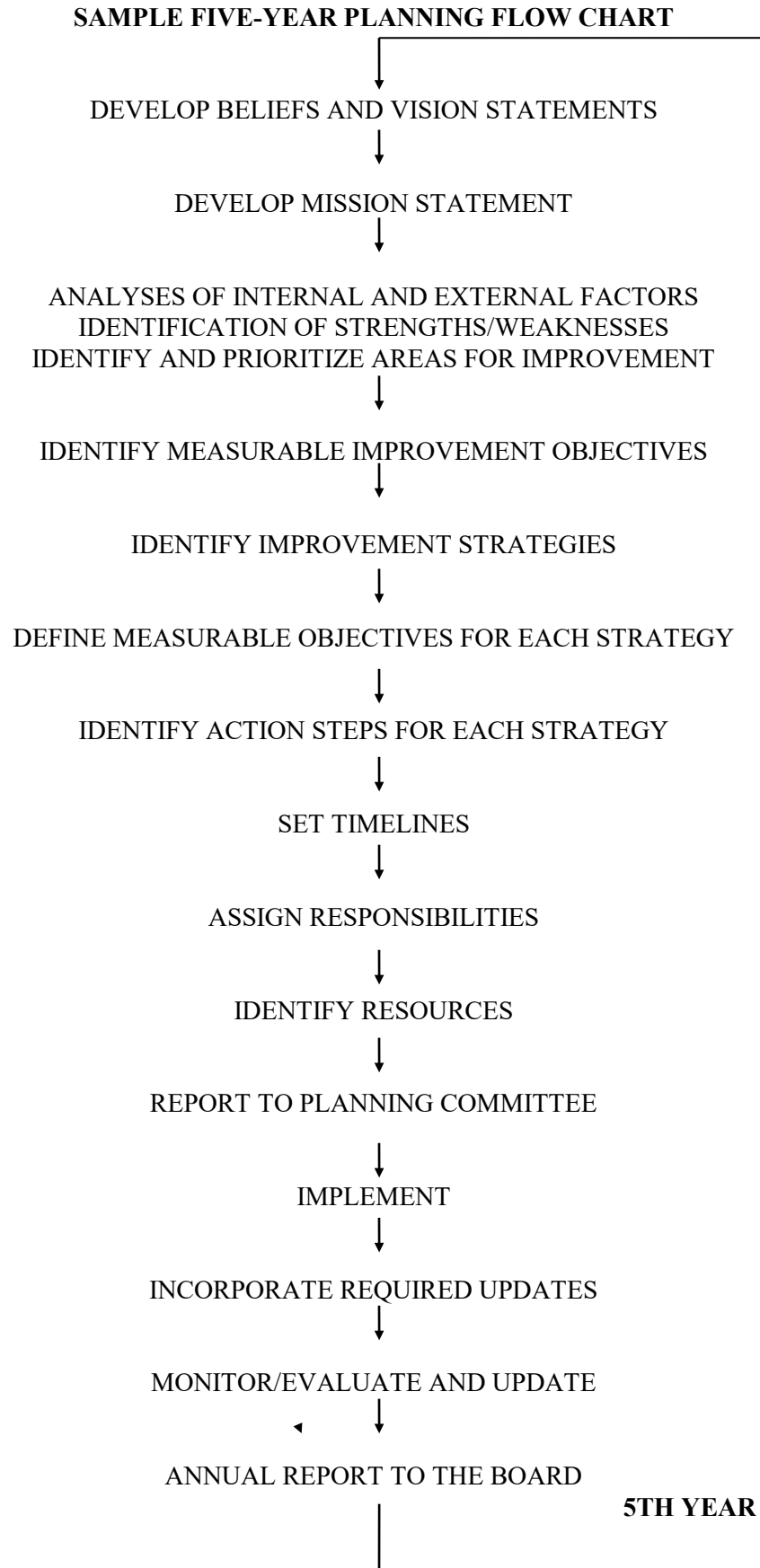
However, some districts may prefer to involve additional people at various stages of development. Involving as many people as practical broadens the base of input into the plan and, therefore, broadens acceptance of the plan. This broader base can be easily accomplished by establishing other sub-committees to develop the action steps/activities for one or several of the strategies identified by the planning team. If a district chooses to use sub-committees, chairpersons should be selected by administrators and the duties of the sub-committees should be clearly defined. These sub-committees should be given forms on which to write the recommended action steps/activities, a date by which to complete these duties and a date for reporting back to the planning team. The planning team should approve the work of these sub-committees to assure that the work done is consistent with the vision for improvement that was previously established by the planning team.

It is important to remember that creating a Comprehensive School Improvement Plan is nothing more than charting the course for improvement which carries a strong implication of change. Since change is difficult at best, having broad input into the plan for change is important.

Facilitating The Process

- Assisting a planning team through the planning process requires a leader with special skills in group dynamics and group processes. It is recommended that the leadership of the planning team be vested in a facilitator who may or may not be a member of the school's staff.

Chart 1



The facilitator is responsible for moving the group through the process and not for developing the plan, which the group will do. The facilitator's duty would be that of group leader who probably will not be a participant in the group otherwise. A facilitator's role in expediting the work of the team could be described as:

- being responsible for the process (the group needs to be responsible for the product),
- being the neutral leader, helping focus energy of the group on the common tasks,
- suggesting alternatives and methods,
- protecting individuals and ideas,
- encouraging participation by all team members,
- helping find win/win solutions,
- coordinating meetings,
- fostering agreement within the group,
- helping the group reach consensus, and
- clarifying ambiguities.

If a district has a staff member who has been trained in group dynamics, this person could be assigned the facilitator responsibility. However, if no such person is available, the district might consider contracting with the Regional Professional Development Center or other agencies to obtain this service.

ORGANIZING THE WRITTEN PLAN DOCUMENT

There are many models that could be used for the development of a Comprehensive School Improvement Plan (CSIP). All have merit and all have common concepts and components. To meet the requirements of MSIP, vocational education, special education and the Federal program application process, districts should develop improvement plans that include Components I-VII. Districts may elect to create action steps/activities as a part of the initial development of the CSIP or may elect to develop action steps/activities each year. In either case, MSIP will evaluate whether action steps/activities are present at the time of a review or a re-review. Specific terminology varies among the many planning models, but regardless of terminology used, if the components are present, the plan will be acceptable.

The district's CSIP should be a detailed "road map" of actions a district will take during the next five years to improve student performance as measured by the MSIP performance indicators for the students of the district. It provides a detailed outline or scheme for planned, organized, systematic change. When completed, the plan document should describe how a district will apply its financial and personnel resources to realize **predetermined and measurable** improvement objectives or outcomes. Required CSIP components are described on the following pages. These components collectively will make up the completed Comprehensive School Improvement Plan.

Plan Components

I. Description of the Planning Process - The district should describe how the planning process was organized, the people involved in the planning, and who provided the leadership for the planning effort.

II. Beliefs/Vision - The district should create a list of beliefs regarding students and student learning. These beliefs will describe, in brief statement form, the fundamental values of the district. These are beliefs that the district will live by and aggressively defend.

A district could also clarify its values by creating a vision for the future or by defining its sense of future directions. This could be done by describing 5 years into the future what the district should be doing, or by describing the ideal school district. The team would identify its vision by completing the following: **The XYZ school district envisions that in 5 years.....**

If a district has previously created a list of beliefs or a vision, then it might choose to simply review and revise such statements to assure these beliefs are still relevant.

This component is important because it clarifies what the district values. These belief and vision statements will be used later in judging whether proposed objectives, strategies and actions are important and consistent with the district's beliefs.

Examples of belief statements:

We believe that:

- all students can learn;
- all students have inherent value;
- every person is responsible for himself/herself;
- teachers are responsible for guiding and motivating students;
- teachers are responsible for student achievement.

Examples of vision statements:

We envision that students will:

- value education
- hold high personal and educational expectations
- be responsible, productive citizens in their community
- be life long learners
- excel in all areas

III. Mission Statement - A mission statement is a precise statement regarding the purpose or function of the school district. It should define and clarify the basic business of the district. It might be helpful for the district to answer the following in creating a mission statement: "Who are we? What do we do? How do we do it?" For the general public, a mission statement makes clear what they can expect the school to do for their children. It helps employees see how their jobs relate to the district's business and whether the daily decisions made by employees are in harmony with the mission. The

planning team should identify objectives, strategies and actions that are in harmony with the mission and beliefs. If a mission statement already exists, a new one need not be created. A district should, however, review the existing mission statement to see if it is still relevant and appropriate.

Examples of mission statements:

- The ABC School District mission is to commit its financial, personnel and educational resources to the development of intellectual, physical, cultural, and social capabilities of students by providing every student a full opportunity to learn.
- The mission of XYZ School District is to ensure that students have the knowledge, skills and experience for success in life through a results-driven, school- and community-based educational program.
- The mission of ABC Schools is to assure that all its students acquire the skills, knowledge and competencies necessary for full participation in a changing society by seeing that every child has access to appropriate and meaningful learning opportunities.

IV. Analysis of Internal/External Factors - Identifying the areas for improvement is the next step in the process. Improvement issues can be the natural outgrowth of the study of where the district is today and **what it wants to become in the future**. For this to happen, the district must first assess its present status in the world. There are internal and external factors which should be examined to help the planning committee identify improvement issues.

A. Internal Analysis - Sources of internal assessment data might include the following:

1. The MSIP self-study
2. The results of a districtwide evaluation of programs results
3. The district's public report data

Any of the above sources might contain specific assessments such as:

- Dissaggregated MSIP performance indicator data for special populations
- Comparative testing results
- Dropout studies
- Attendance records
- PDC staff needs assessment data
- Information from surveys or advance questionnaire data
- Missouri Library Media Standards assessments
- Curriculum assessments
- Resource assessments
- Long-term facility studies
- Drug and alcohol use surveys

As a result of a review of these assessments, the planning committee may determine what the district is doing well and concerns or areas that need improvement. These determinations may be summarized as a listing of strengths and weaknesses.

B. External Analysis - External factors generally deal with issues that are outside the district's direct control, but should be recognized in the district's planning and might include the following:

1. Population shift studies
2. Changing demographic studies
3. Advances in technology
4. Changes in legal requirements
5. State and Federal program requirements
6. MSIP final report
7. North Central report
8. Census reports
9. National standards/studies
10. Show-me Standards

From the forgoing internal and external analyses, the district may discover that a gap exists between "what is" and the district's vision of "what ought to be." A district planning committee should be able to identify strategic or critical issues identified from the concerns identified above that the district must address in order to realize its mission. A listing of these issues offers a list of potential improvement areas that can be considered for inclusion in the Comprehensive School Improvement Plan; these should be districtwide issues and not narrow, special or single interest issues. In order to impact improvement in student performance and to meet the expectations of the Missouri School Improvement Program, districts are strongly advised to consider the MSIP performance indicators in establishing these critical issues.

V. Objectives (Goals) - Once the district has concluded the assessment phase and identified strategic or critical issues, it should select the ones that will be incorporated into the Comprehensive School Improvement Plan. An objective should be written for each critical issue which details what the district hopes to achieve in five years relative to that issue. The objectives must primarily focus on improving student performance, as determined by MSIP Performance Standards. For clarity, "objective" here means a statement of what the district will work toward or endeavor to accomplish. These objectives should be written specific to the improvement issue, and should be **measurable** in order to create a plan document that is focused on results and accountability. The number of objectives should be kept between five and eight. Too many objectives may create a plan so cumbersome that it will be difficult to achieve the desired improvements. However, a district may keep unused issues in mind to include in future versions of the CSIP.

School districts should consider objectives which focus on the MSIP Performance Standards. Those standards encompass academic achievement, reading achievement, career preparation, and educational persistence.

Examples of measurable performance objectives

1. The average daily attendance will be 97% or higher.
2. 100% of the district's graduates will be placed in post-secondary training or productive occupations following graduation.

3. The district's annual dropout rate will be reduced to 3% or less.
4. Seventy-five percent of the district's students will score in the proficient and advanced levels on the MAP.

VI. Strategies - "Strategies" refer to the discrete programs and general action categories projected to be necessary to realize an objective. While an objective defines "what" the district wants to do, strategies tell "how" the district will accomplish this objective. There should be several strategies identified for each objective, and strategies should be written in measurable form if possible. The identification of several strategies should begin to break the objective down into a set of major steps that will be taken (or components that will be implemented) in order to realize the objective.

Strategies should be tied to the standards in the ten MSIP Process Areas. (Standards 6.1 to 15.3)

Those process areas are Curriculum, Instruction, Differentiated Instruction, Instructional Climate, Library Media Centers, Guidance and Counseling, Professional Development, Governance and Administration, Facilities and Safety, and Support Services. As a minimum, these Process Standards define the programs and services which are necessary to support improvement in student performance. Each strategy should be tied to an MSIP Standard or Indicator. This will be important later if the district applies for federal, or possibly state, funding to support the district's improvement effort. Form A is to be completed to demonstrate the strategies identified to support each improvement objective.

Example of strategies

For example, if a district selects objective 4 (4. Seventy-five percent of the district's students will score in the proficient and advanced levels on the MAP-Standard 16.1) districts might choose strategies from standards in the MSIP areas of Curriculum, Instruction, Differentiated Instruction, Instructional Climate, Professional Development, etc. The following are examples of strategies the district might consider (See Example A):

1. The district will provide instruction and guided practice on test-taking skills to all students. (Standard 7.2)
2. The district will review all curriculum guides and revise them to assure that there is clear alignment between the skills tested and the skills taught at each grade level. (Standard 6.1B)
3. The district will provide incentives and motivation for students to encourage them to perform their best on the MAP. (Standard 9.1A and 9.1B)
4. The district will develop additional supplemental, at-risk and extended-learning opportunities for students who are not successful on the MAP. (Standard 7.4 and 8.1)
5. The district will provide professional development opportunities that focus on districtwide improved teaching strategies/techniques that support improved student achievement. (Standard 7.1B and 12.1B)

VII. Action Steps/Activities - For additional clarity, districts should break strategies into action steps or activities. Describing this level of detail adds specificity to the planning effort. The time for completing this step will vary from district to district. Districts may elect to use the Action Step/Activity Forms (Form B) at the time the CSIP is initially created or they may elect to annually

complete the action step forms for the strategies planned for implementation for that year. Even though the action steps are voluntary for purposes of the MSIP, districts applying for federal funds under the Consolidated Federal Programs must develop action steps which are clearly connected to the CSIP strategies and the MSIP Standards, and which identify the source(s) of federal funds.

One Action Steps/Activities Form should be completed for each strategy. Complex strategies or strategies with several parts may require more than one form to cover the various parts; this is not only permissible, but is recommended. These forms break the strategy down further into discrete steps; that is, they break the strategy down into a series of tasks, each of which should be accomplished if the strategy is to have a reasonable opportunity to be realized. Example B provides an example of a completed form.

Form B may be used by following these simple steps:

1. Record in the upper right-hand corner the objective number and the strategy number being addressed.
2. Identify a title or description of this action plan.
3. Identify a specific objective for the action plan.
4. Identify the actions to be taken along with the MSIP standard/indicator to which the action relates.
5. Set timelines for the implementation of each action. (These are discrete and specific time frames, not general dates such as “1999 to 2002”, or “when money becomes available.”)
6. Assign responsibility to the person responsible for initiating, implementing, and assessing each action.
7. Identify funding sources that may include community, private sector, higher education resources, and may include state and must include federal funding sources. (Form B)

FORM A**EXAMPLE A
Strategy Form**Objective # 4

Measurable Objective Seventy-five percent of the district's students will score in the proficient and advanced levels on the MAP.

How objective will be measured Using the MAP, each year's results will be evaluated to determine with the objective has been met.

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed
7.2	1.	The district will provide instruction and guided practice on test-taking skills to all students.	Superintendent	8/97		
6.1B	2.	The district will review all curriculum guides and revise them to assure that that there is clear alignment between the skills tested and the skills taught each grade level.	Assistant for Instruction	8/97		
9.1A & 9.1B	3.	The district will provide incentives and motivation for students to encourage them to perform their best on the MAP.	Building Administrators	8/99		
7.4 & 8.1	4.	The district will develop additional supplemental, at-risk and extended learning opportunities for students not being successful on the MAP.	Superintendent	8/97		
7.1B & 12.1B	5.	The district will provide professional development opportunities to support improved teaching strategies/ techniques and testing results.	PDC	8/98		

FORM B**EXAMPLE B
Action Steps/Activities Form**
 Objective # 4
 Strategy # 4

 Title Supplemental activities.

 Specific Objective The district will provide expanded supplemental opportunities to students not achieving at the expected level of performance.

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed
7.1B*2	1.	Teachers will develop individual supplemental plans for students who fail a unit test.	Principal	8/97		
7.4	2.	The district will begin formalized before- and after-school tutoring programs.	Superintendent	8/97		
8.1B	3.	The district will identify disadvantaged elementary students and provide alternative programs/teaching strategies to improve their achievement.	Elementary Principal	8/98		
12.1B	4.	Teachers will be provided inservice on alternative teaching strategies, supplemental approaches and learning modalities.	PDC	8/97 8/98		
8.5*3	5.	Parents will be provided home lesson plans for parents to use in teaching students on key skills	Building Principal	8/99		
7.3*1	6.	Additional resource material will be identified and purchased which support supplemental programs.	Superintendent	8/97		
6.1B	7.	Curriculum will be re-written in order to be competency-based.	Assistant Superintendent	8/98		
8.1C	8.	A preschool program will be initiated for at-risk students.	Superintendent	8/2000		

For the purposes of applying for state and federal funding, districts will want to cross-reference applicable standards/indicators under the MSIP Standards to the charts showing sources of approvable funding under those programs. The Action Step/Activities Form provides a column to identify the specific standard and indicator to which that activity relates and makes that activity approvable for funding. For the purposes of securing potential funding, the district must use standards and indicators from the MSIP Program in establishing their action steps.

VIII. Mid-CSIP Cycle Updates - The Comprehensive School Improvement Plan is to be a long-range plan to improve student performance. The CSIP need only be rewritten totally every five years or so. However, the CSIP should be reviewed annually in light of new information, especially student performance data. If concerns arise, they should be incorporated into the district's CSIP. Other reasons the CSIP may require modification include:

1. MSIP, at the time of the five year on-site review, will identify major concerns which the district is required to structure into its CSIP. Beginning in 1996-97, concerns identified in the district's Final MSIP Report will be broken into two categories - "minor" or easy to correct, and "major." Districts will be given three months after the date of the Final Report to submit an administrative response which details what the district will do to correct any minor concerns. However, MSIP will require that all major concerns be incorporated into the district's CSIP.
2. Vocational education standards require that districts evaluate the effectiveness of programs and create plans to improve those programs. In addition, districts receiving Federal Perkins funds and who do not meet the state adjusted levels of performance, must develop an accountability improvement separate from program improvement. Both of these plans should be incorporated into the CSIP.
3. The Division of Special Education, beginning in the 1999-2000 school year, must report on identified performance objectives for students with disabilities. The Division also has a number of improvement initiatives for students with disabilities identified in a five-year State Improvement Grant (SIG). Special education monitoring at the district level may generate long-range improvement concerns regarding provision of services and/or performance of students with disabilities that can be planned for by incorporating them into the CSIP. Local districts receiving Local Improvement Grants (LIG) will document the LIG objectives and strategies in their CSIP.
4. Federal Programs requires improvement on student performance. A lack of improvement of student performance requires a district to incorporate stronger strategies into their CSIP to better serve disadvantaged students.

Other cases may arise during the five year CSIP Cycle that might require incorporation of additional strategies or action steps to address unique concerns that are identified. In all the above cases it is not recommended that the entire plan be rewritten; only the areas into which those identified concerns naturally fall should be amended. Since the focus of the measurable improvement objectives is student performance, most concerns will naturally fall under one the performance indicators. Incorporation of concerns may be as simple as adding an appropriate strategy connected to an improvement objective or by adding an activity or action step to a strategy in the plan that already addresses that concern. In

some cases, a concern may already be included in the plan and no further action would be necessary. For improvement to occur as a result of these updates, the CSIP must contain all the needed strategies, activities, and action steps necessary to cause change in the program/service standards designed to produce improved student performance as measured by the MSIP indicators.

The district need not send all of these updates to the State Supervisor, but, the district should keep track of all updates and be able to demonstrate how the updates were done.

Certain state and federal programs have requirements that districts demonstrate adequate improvement in student performance. Failure to demonstrate adequate progress in meeting the performance objectives set out by such programs may also necessitate an update to the CSIP to increase the likelihood that these performance objectives are met. This may consist of a team coming to the district to assist in revising the district's Comprehensive School Improvement Plan.

IX. Board Approval - The final plan must be approved by the Board of Education.

X. Implementation/Monitoring/Evaluating/Updating - The district should assign a person, or possibly the improvement team, to assume the responsibility for seeing that the various components of the plan are implemented in a timely manor. In addition, the district should identify methods it will use to monitor the progress made in implementing the planned strategies and/or action steps by the dates specified in the plan. The district should evaluate the progress in meeting the improvement objectives and individual strategies at least annually. The State Supervisor will annually review student performance data to determine that the district is either making adequate progress or is maintaining performance at a high level. Districts should submit a CSIP only to their State Supervisor. Other state or Federal programs may request sections of the CSIP be sent in order to improve efforts in the district in connection with that program's responsibility. The State Supervisor will work with each district to review progress on district plans as necessary. If performance data suggests a lack of progress, the Department may request a review and update of the CSIP and/or initiate an MSIP re-review of the district for possible reaccreditation. The plan becomes the instrument for improvement, and DESE is interested in whether districts are making progress according to the CSIP. As well, Federal/State Program sections may monitor student performance. The district should keep a summary of the work done, the results of all evaluations and strategies implemented, in order to report annual progress to the board of education, the public and, if necessary, the Department. Districts may also update their CSIP as additional information is gathered, but updates need not be shared with the State Supervisor.

New Plan Every Five Years

Every five years, districts are expected to complete the entire process of creating a new Comprehensive School Improvement Plan using a new planning team.

Building Level Planning

While districts are required to create a Comprehensive School Improvement Plan which describes the district's improvement efforts, this plan alone may not be sufficient to bring about meaningful improvement in some districts, especially larger districts. Therefore, some districts may wish to have each building create a building-level school improvement plan which includes strategies and action steps which will help the district realize its improvement objectives. Some districts have had success by also asking classroom teachers or departments to write individual improvement plans to support the district's CSIP. This additional effort may not be necessary, in all districts, but it can be an effective method to engage more people in the improvement process.

Conclusion

The state is interested in continuous effort being made by each district to bring about improvements consistent with the MSIP standards. The CSIP is the means through which this improvement is most likely to occur. School Improvement Plans, with the kind of substantive planning described in this handbook, will take time to implement, and real change may take years to accomplish.

FORM A**Strategy form**

Objective # _____

Measurable objective _____

How objective will be measured _____

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed

FORM B

Action Steps/Activities Form

Objective # _____
Strategy # _____

Title _____

Specific objective _____

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed